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ABSTRACT

This profile of Project Head Start as it was in 1968 is based on data compiled from Bureau of the Census surveys. The sample involved 5 percent of the children and their families in the full year program and 1 percent in summer Head Start. Approximately 1 out of every 4 classes in the full year and 1 out of every 20 classes in the summer program participated in this study. The report depicts the variety of children and their families being served, Head Start centers and their program components, and the characteristics of participating staff. Comments and recommendations have been built into the presentation of the data. A summary follows at the end of each section highlighting key aspects of the data considered relevant for program planning purposes. In the discussion of program components, reference is made to the program guidelines and activities to provide the reader with a framework for interpretation of the data. (Author/AJ)

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PROJECT HEAD START 1968: THE DEVELOPMENT OF A PROGRAM

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Office of Child Development
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FOREWORD

This report is based on data compiled from the Bureau of the Census surveys and tabulations of a 5 percent sample of children and their families in full year and 1 percent sample in summer Head Start programs; approximately one out of every four classes in the full year and one out of every 20 classes in the summer program participated in this study. The work was performed on the basis of an Inter-Agency Agreement between the Bureau of the Census and the Office of Economic Opportunity Information Center. A more detailed discussion of the sample design, procedures, and data collected can be obtained from Project Head Start 1968: A Descriptive Report of Programs and Participants (1970) soon to be available through ERIC (Illinois).

The format of this summary of the data differs somewhat from that of the larger report. Where applicable, the Guidelines for the individual program components are referred to as discussed in Head Start Child Development Programs: A Manual of Policies and Instructions (September 1967). In addition, each of the specialists in the National Office has contributed a statement concerning the objectives for each component and a discussion of activities relating to these components that were in effect in 1968.

Since the first Summer 1965 Head Start Program, resource materials (booklets, pamphlets, and films) have been available to local communities to guide them in the development of quality Project Head Start Child

Development programs. A current listing of these materials may be obtained through the national office of Head Start. The mailing address is P.O. Box 1182, Washington, D.C. 20013. For published materials on Early Childhood, other than Head Start manuals, the ERIC Clearinghouse on Early Childhood located in Urbana, Illinois is the key resource. Information services may also be obtained by writing to ERIC/ECE Head Start, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

Special thanks are due the many local Head Start personnel and families who have participated in the Bureau of the Census surveys since the first Summer 1965 program. The data compiled from these surveys have been an invaluable aid to the program staff and evaluation personnel.

Barbara D. Bates
Research and Evaluation Division

INTRODUCTION

Project Head Start was designed as a comprehensive program to serve disadvantaged children and their families. The task has been to translate the concept of such a comprehensive program into action. Within the framework of general guidelines, much was left to local communities; no two communities were expected to be able to mobilize resources in the same way or even have the same resources available.

The Head Start concept has been carried to, and programs have been conducted in large, medium and small urban areas, suburban and rural communities, migrant camps, and on Indian reservations. The programs have shared in the goal of providing the children of the poor with an equal opportunity to develop to their full potential. To this end, Project Head Start has provided medical, dental, nutritional services and care for the children; involved parents; employed and trained the disadvantaged; mobilized social services and community resources to improve the lives of the families; and utilized volunteers in a variety of capacities as well as provided an enrichment program for stimulating the social, emotional, and intellectual development of the child.

Data in this report can not reflect the variety of ways in which these communities have tapped available resources or even how they have opened up new avenues of services in the face of non-existing ones. Data collected by the Bureau of the Census can provide a profile of Project Head Start as it was in 1968 and its development as a nation-

wide program in its fourth summer and third full year of operation --its clients, its components, its participants and their activities.

The philosophy behind the two general types of Head Start programs (Summer and Full Year) is essentially the same; however, operational differences do exist. Summer Head Start programs range from six to eight weeks in duration. Full Year Head Start may operate from eight to twelve months of the year providing either a part day or a full day of center activities for the children. For either type of program, the minimum weekly length of operation is fifteen hours. Summer programs are generally for older preschool children who will be eligible for kindergarten or first grade in the fall; full year programs are primarily for younger preschool children three years of age or older up to the age when they are eligible for kindergarten or first grade.

In general, about twice as many Head Start centers and classes are in operation during summer compared to full year. For example, during the 1968 summer program, 476,000 children and their families were being served at 9500 centers (different physical locations) in 27,000 classrooms by 92,000 paid staff members. During the 1968 full year program, 218,000 children and their families were served at 5200 centers in 11,000 classrooms by 47,000 paid staff members. In addition, figures prepared by the Office of Economic Opportunity indicate that 81,000 volunteers were involved in the summer and 39,000 in the full year program; however, the number of volunteers who worked in the centers on a regular basis is somewhat more difficult to determine.

Though the report does not give a complete picture of all the activities and persons associated with Head Start, it does depict the variety of children and their families being served, Head Start centers and their program components, and characteristics of participating staff. Data drawn from each of these three major dimensions tend to reflect some differences in composition between full year and summer programs as well as trends over time.* Comments and recommendations have been built into the presentation of the data where such a discussion seemed appropriate. A summary follows at the end of each section highlighting key aspects of the data considered relevant for program planning purposes. In the discussion of program components, reference is made to the program guidelines and activities to provide the reader with a framework for interpretation of the data.

* A detailed report on trends is planned in the future to cover Project Head Start programs over a five year period 1965-1970.

HEAD START CHILDREN AND THEIR FAMILIES

The Children

In 1968, as in previous years, a younger population of preschool children was being served in the full year program as compared to the summer program. Close to two-thirds of those in full year were under five years of age, while about three-fourths of those in summer were five years of age or over at the time of enrollment. (See Table 1) About one-half the centers in full year served children in the age range from 2½ years to 7 years and over, while about three-fourths in summer served children 4½ years to 7 years and over (however, only 1 percent - 2 percent of all the children were 7 years or over). This suggests that most centers were serving mixed age groups.

TABLE 1. AGE OF CHILDREN (PERCENTS)

	Full Year 1968	Summer 1968
Under 3 years	2.5 %	0.5 %
3 - 3 yrs. 11 mos.	17.8 %	3.2 %
4 - 4 yrs. 11 mos.	43.2 %	20.2 %
5 - 5 yrs. 11 mos.	31.0 %	40.1 %
6 years and over	3.0 %	33.6 %
Not reported	2.3 %	2.4 %

While slightly more males than females were enrolled, the sex ratio has remained about equal over time.

Children from many ethnic groups participated in Head Start. In the full year program, Negro children were the largest ethnic cultural group represented; Caucasian (other than Central American, Puerto Rican, and Mexican-American) children were the second largest. These two groups also made up the majority of children served during the summer with each about equally represented. The third largest group was composed of Mexican-American children. (See Table 2). Most of the children in the program were English-speaking; about 7 percent - 9 percent were non-English speaking children.

TABLE 2. ETHNICITY OF CHILDREN (PERCENTS)

	Full Year 1968	Summer 1968
Caucasian	23.4 %	38.0 %
Negro	51.0 %	37.2 %
Oriental	0.2 %	0.0 %
American Indian	2.3 %	1.2 %
Mexican American	8.8 %	10.2 %
Puerto Rican	6.6 %	0.6 %
Eskimo	0.5 %	0.3 %
Other	1.0 %	5.9 %
Not reported	6.2 %	6.5 %

Over one-half the children enrolled had had no previous preschool experience. The proportion having previous Head Start experience has increased, however, from 16 percent - 19 percent in the 1966 and 1967 programs to 36 percent - 39 percent in the 1968 programs suggesting fewer new children in the program.

Their Families

Although the largest proportion of families in both programs were non-farm residents, about 10 percent lived on farms.

In 1968, as in previous years, a larger proportion of families in the full year program (29 percent) were welfare recipients compared to those in the summer programs (20 percent). In addition, fewer families in full year reported a male household head (68 percent), than those in summer (77 percent). The proportion reporting both a mother and father present in the home was also lower in full year (66 percent) as compared to summer (74 percent).

About two-thirds in full year and three-fourths in summer reported a father (includes natural, step or foster father but not a guardian) present in the home of the Head Start child. Ages for fathers in the home were similar for both programs. About one-half were 21 to 34 years of age, and the next largest group were those who were 35 to 49 years old. Over 70 percent of the fathers had not graduated from high school. The occupations most frequently reported were: 1) laborers, except farm and mine; 2) operatives and kindred workers; 3) craftsmen, foremen, and kindred workers. About 17 percent in full year and 11 percent in summer

were unemployed at the time of the surveys. However, about 32 percent in full year and 22 percent in summer reported they either did not work or were employed less than ten months out of the previous year.

Almost all families reported mothers (includes natural, step or foster mother but not guardian) were living with the Head Start child (about 4 percent had mother-absent homes). Over two-thirds of the mothers were 21 to 34 years old. About two-thirds were not high school graduates. The occupational category most frequently reported (other than housewife) was that of service worker. About 31 percent in full year and 27 percent in summer reported they were employed at the time of the surveys. However, only 19 percent reported that they were employed ten or more months out of the previous year.

About 80 percent of the families in full year and 69 percent of those in the summer Head Start program earned less than $5000 a year. The median family income was $3210 for full year and about $3750 for summer families. The median size of Head Start families was 6.7 persons in full year and 6.5 persons in summer.

Less than 4 percent of the families reported either a guardian (other than parent or foster parent) or other non-relatives present in the home. Over 91 percent reported siblings of the Head Start child were living in the home. Over two-thirds had one or more siblings under six years old; almost as many reported at least one sibling who was 6 to 15 years old; and about 16 percent had one or more siblings who were 16 to 21 years old living in the home. About 19 percent of

the families reported other relatives living in the home, and these were distributed across all age ranges.

About 42 percent - 48 percent of the families reported that siblings of the Head Start child had had no previous preschool experience, and 38 percent - 42 percent reported that siblings had had previous preschool experience. This is a substantial increase over the 17 percent in the 1966 and the 29 percent in the 1967 programs who so reported suggesting that there were fewer new families in Head Start in 1968 than in previous years.

Over three-fourths of the families had three rooms or fewer in the home for sleeping. About 14 percent - 16 percent had no running water inside the home. For 38 percent of those in full year and 50 percent in summer, the drinking water supply in the home was neither naturally nor artificially fluoridated. About 46 percent in full year and 40 percent in summer did not have the use of a telephone; about 40 percent in full year and 29 percent in summer did not have the use of a car or truck; and 33 percent - 36 percent did not receive a newspaper. Most Head Start families did, however, have the use of a television set (over 90 percent) or radio (84 percent).

In Summary, These Data Suggest That:

In general, Project Head Start was recruiting fairly poor families who came from varied cultural backgrounds and geographic locations.

At least one-fifth were on welfare; and unemployment rates in 1968 were higher among male-headed households (11 percent - 17 percent) than the national average (1.5 percent and 2.9 percent of White and non-White male heads of household). Their median income was lower ($3210 - $3750) than that of all U.S. families according to income earned in 1967 ($7974) and median family size was larger (6.5 - 6.7 persons) than that of all U.S. families (3.7 persons).[1]

By 1968, an increased proportion of the enrolled children and their families had been previously involved in Head Start programs. This may well reflect the families' satisfaction with the program. On the other hand, this also points out that a substantial number of children were receiving more than 8 to 12 months of a full year experience and/or more than 6 to 8 weeks of a summer experience. Center staff may wish to review their curriculum and services to ensure the continued applicability of the program for meeting the individual needs of these children and their families.

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[1] Source: U.S. Department of Commerce, Statistical Abstracts of the U.S., Washington, D.C., Government Printing Office, 1969, pp. 213, 323-4,35.

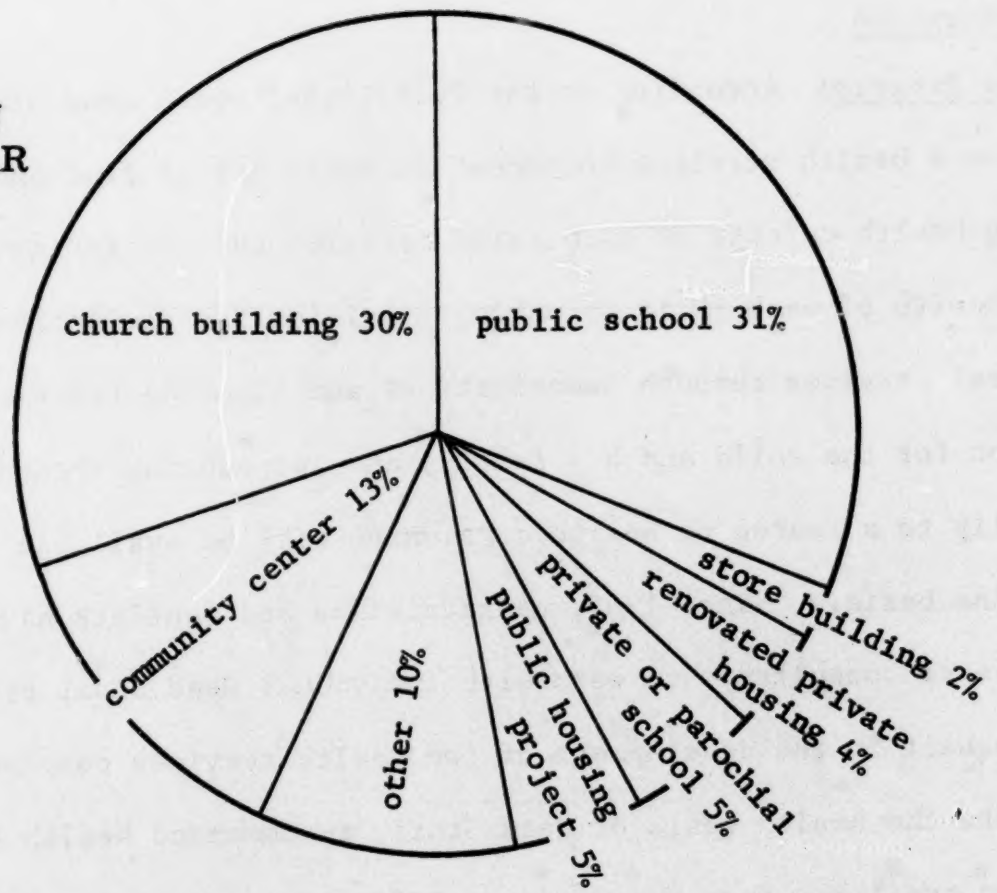
HEAD START CENTERS AND THE PROGRAM

Operations

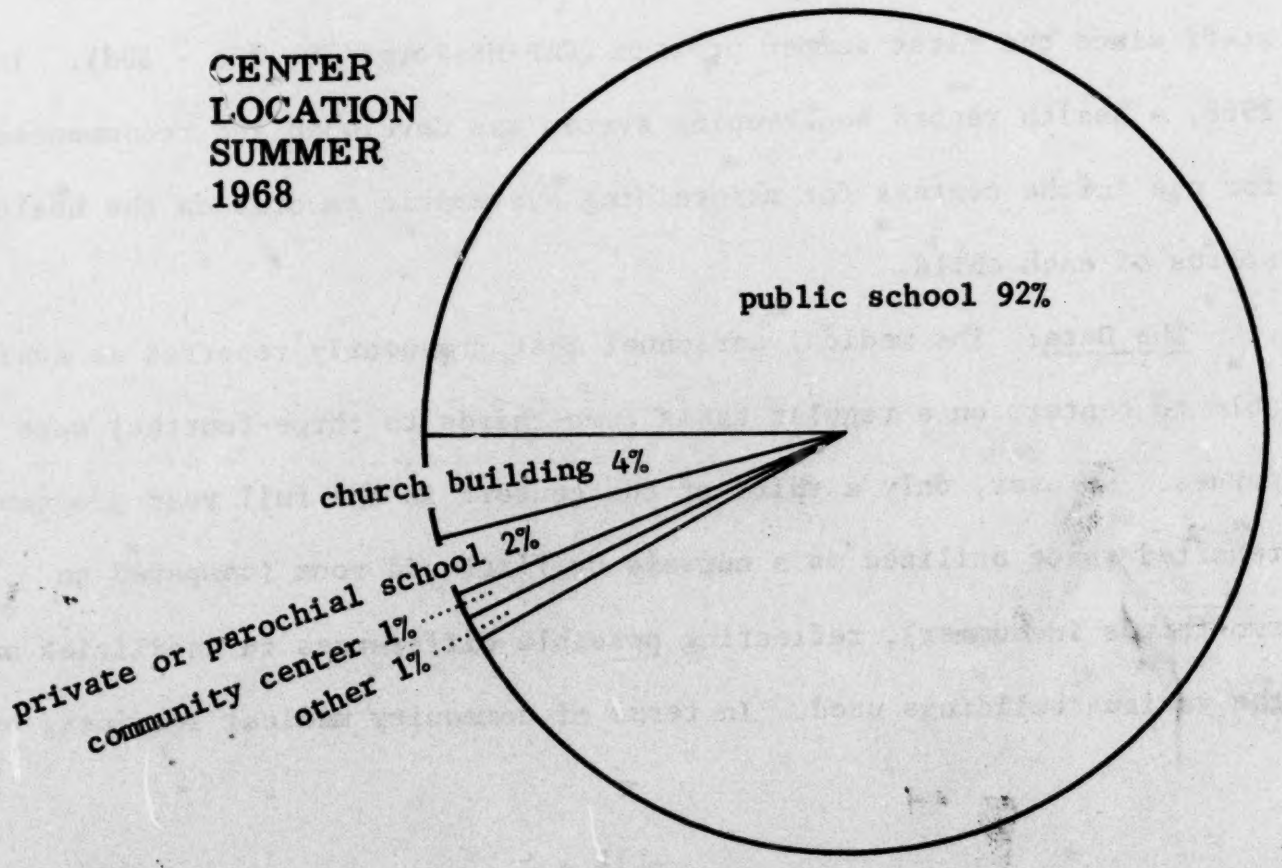
While a variety of institutions and organizations were operating Head Start centers, most frequently centers were operated by public schools (32 percent in full year and 58 percent in summer) or local community action agencies (41 percent in full year and 31 percent in summer). Centers in the full year program were housed in a number of different types of buildings. Almost all those in summer were located in public school buildings (91 percent). (See Figure 1). This is probably related to the greater availability of public school buildings during the summer (full year programs operate during the regular school year). For either program, about 90 percent of the centers reported they were located in the neighborhood of the children and parents being served. However, about 44 percent in full year and 68 percent in summer reported the use of school buses for transporting children, which suggests that not all the families resided within walking distance of the centers

Most centers in both programs were open up to six hours per day (part day) in terms of activities for children. About 24 percent in full year were open more than six hours per day (full day) for the children. The Head Start centers were predominantly small in size with 85 percent in full year and 73 percent in summer reporting that one to three classes only were conducted at their sites.

Figure 1:
CENTER
LOCATION
FULL YEAR
1968



CENTER
LOCATION
SUMMER
1968



Health Services

The Program: According to the Guidelines, every Head Start program must have a health services component designed (a) to find and remedy existing health defects of each child enrolled and (b) to insure the future health of each child by making provision for preventive medical and dental services through immunizations and fluoride treatment, health education for the child and his family, and introducing the child and his family to a source of health care which will be available on a continuing basis. Since 1965, pediatricians and dentists have been available as consultants to work with individual Head Start programs at their request in the development of the health services component. To facilitate the health goals of Head Start, recommended health records have been available from the National Office for use by local center staff since the first summer program (CAP-HS Forms 30, 30a - 30d). In 1968, a health record bookkeeping system was developed and recommended for use in the centers for maintaining systematic records on the health status of each child.

The Data: The medical personnel most frequently reported as available to centers on a regular basis (two-thirds to three-fourths) were nurses. However, only a third of the centers in the full year program reported space utilized as a nurse's or first aid room (compared to two-thirds in summer), reflecting possible differences in facilities among the various buildings used. In terms of community medical services, over

three-fourths of the centers in both programs relied heavily on Public Health Clinics in the area; about one-fourth reported that Comprehensive Health Clinics were available and utilized. Over one-half also indicated that medical laboratory services were available and utilized.

According to the parents, over 90 per cent of the children received medical and/or dental examinations during the Head Start program, and something was found wrong with 36 percent - 43 percent of these children. About three-fourths of these children had received treatment; most frequently, it was in a doctor or dentist's office. According to center personnel, about mid-way through the program, 82 percent - 85 percent of the children had received health appraisals. Of these, 18 percent - 19 percent required treatment or special evaluation beyond the original examination. About two-thirds to three-fourths of the children had received dental examinations. Dental caries were discovered in one-half, and three-fifths of these children had received or were receiving treatment at the time of the surveys. Projecting to national figures, this means about 44,127 children in full year and 111,180 in summer were being treated for dental caries at the time of the surveys. About one-half to 71 percent of the children had also received Tuberculosis, Anemia, Hearing and Vision screening tests; treatment was underway for over one-half of those with Anemia, and over one-fourth of those with vision difficulties.

Over one-fourth to one-half had received any one of four immunizations (Diphtheria, Pertussis, and Tetanus; Polio; Smallpox; or Measles)

prior to the Head Start program. About 26 percent - 39 percent of the children had received one or more doses of DPT and Polio vaccine; 11 percent - 23 percent had received Smallpox and Measles vaccine; and 28 percent had had fluoride applied to their teeth during the program by the time this survey was conducted. However, as of mid-program term (if unknowns and not reporteds are included), 12 percent - 18 percent may not have begun the DPT vaccine series; one-fourth may not have begun the Polio series; close to one-half may not have received a Smallpox vaccination; over one-third may not have received Measles vaccine, and over one-half of the children may not have been covered by preventive dental measures (that is, they neither normally drank fluoridated water nor received fluoride treatment in Head Start). These data suggest that some of the centers may have had difficulties in seeing that medical and dental preventive care in these areas was provided. Fluoride treatment probably represents a different problem to centers (the most efficient method for providing this may not be acceptable to dentists in the local community) than ensuring that all children receive their immunizations (this may mean a more vigorous followup with parents in terms of reminders as well as seeing that they have the transportation and/or babysitters so that they can take their children to Public Health Clinics).

Center staff and parent organizations also held lectures, demonstrations, and workshops for parents on health education. About 32 percent - 44 percent of the mothers accompanied their children on medical and dental trips arranged for them by center staff.

Nutritional Services

The Program: Every Head Start program must have a sound nutrition component. The objective of this component is optimum nutrition for all Head Start children and their families. Six practical methods for achieving this objective have been developed: 1) serving meals to the children; 2) nutrition education for the children; 3) nutrition education for all Head Start personnel in preservice and continuing in-service training; 4) nutrition education for parents which is relevant to their individual needs (including cultural differences), economic problems, and food availability; 5) utilization of printed materials assembled in the form of a Project Head Start Nutrition Kit and the film JENNY IS A GOOD THING; 6) services of Head Start Nutrition Consultants. In serving meals to the children, daily menus should reflect preservation of the child's cultural food patterns and meet his individual requirements for necessary nutrients. Nutrition education is provided to the children through the appropriate introduction of new foods, their participation in the food preparation process, and by generally establishing mealtime as a pleasant learning and social experience. All Head Start personnel should be trained in this component in order to carry out the goals of the Nutrition program; Directors are charged with the responsibility for developing such training programs in conjunction with Regional Training Officers and Nutrition Consultants. Nutrition education for the parents should be a permanent part of the Head Start center's program; benefit

to the children is seen as dependent upon a carry-over of the same principles into the home where the entire family stands to benefit. Head Start Nutrition publications are assembled into a Project Head Start Nutrition Kit which serves as a ready reference for conducting each of the above aspects of the Head Start Nutrition and Food Program. The award winning film on nutrition, JENNY IS A GOOD THING, is available in English and Spanish for training and community relations programs. Staff Nutritionists have the responsibility for developing the nutrition component in the centers. They play a role in each of the other components thus avoiding fragmentation, and are an economical investment for a center concerned with developing quality programs. In the absence of a Staff Nutritionist, the Head Start Nutrition Consultants play a major role and are available upon request to each Region to make on-site visits and help in setting up the nutrition components, up-grade and build quality into the programs, and provide evaluation and followup.

The Data: About 38 percent - 49 percent of the centers reported nutritionists were available to the centers as staff on a regular basis. Two-thirds reported either a staff nutritionist or nutrition consultant had been utilized for planning the menu and food service component of the program. Over 59 percent of the centers also reported nutrition services were available in the community and were utilized.

About 77 percent of the centers in full year and 87 percent in summer reported kitchen space available and utilized. Most centers (two-thirds in full year and 78 percent in summmer) reported food was prepared

on the premises. Centers in the full year program most frequently served food family style (57 percent) in the classrooms only (64 percent). Those in summer more frequently served meals cafeteria style (47 percent) in school cafeterias only (49 percent).

Over 94 percent of the centers provided lunch and one or more other meals to children in the program. Mid-morning or mid-afternoon snacks were more frequently the second meal served, and about 40 percent in full year and 26 percent in summer served breakfast. Both breakfast and lunch were usually served as hot meals while snacks were served as cold meals.

While some differences in meal service facilities were reflected between full year and summer programs, most centers reported that children sat in child-size chairs at child-size tables with their teacher during meals. Over 82 percent of the centers reported that the children participated in the meal service in some manner (such as setting the table, serving, and/or cleaning up afterwards). However, centers in full year (73 percent) more frequently reported participation of children in two or more aspects compared to summer (44 percent) suggesting that the use of school cafeterias and serving meals cafeteria style may not provide the same opportunities for child participation that serving meals family style in the classrooms does.

Center staff and parent organizations conducted lectures, demonstrations, and workshops on nutrition, food preparation, and consumer education for the parents. About one-fifth of the Head Start mothers also frequently or occasionally joined their child for lunch in the center.

Psychological Services

The Program: According to the Guidelines, every Head Start program must have a psychological services component designed to facilitate effective interaction among the staff and the parents and children being served. Psychologists and/or psychiatrists should visit the centers preferably every week with the purpose of helping staff to better understand the individual needs of the parents and children being served, and contribute to improved curriculum and program development for meeting these needs. This would include working out policies for the handling of each child to help him achieve his potential with particular focus on any child who presents a learning or behavior problem to the staff. With the parents, this would involve meeting with parents individually and in groups to discuss child development and problems they encounter with their children. Regional Office consultants for Psychological Services are available to local agencies to help them set up or improve this component of the program by obtaining qualified personnel to serve as mental health consultants.

The Data: About 37 percent - 39 percent of the centers reported that psychologists were available as staff on a regular basis. About 55 percent - 61 percent of the centers reported that psychological services were available in the community and utilized.

About 32 percent - 41 percent utilized available mental health clinics, and 24 percent - 31 percent utilized available child guidance clinics. While the data are inconclusive, about one-fourth to one-third of the centers may not have had one or either of these clinical resources

available to them in the community.

Lectures, demonstration, and workshops held for parents by parents and staff often included child growth and development as a topic; informal group discussions between parents and teachers on class activities were reported by about three-fourths of the classes. Teachers reported that individual consultations had been held with parents of about two-thirds of the children in the program by the time this survey was conducted.

Social Services

The Program: According to the Guidelines, every Head Start program must have a social services component to link the center, the family, and related services and resources in the community. Social service staff have the prime responsibility for activities related to the social welfare of the children and the families in the program. A national pool of social work consultants has been available to the local communities upon request since the first summer program.

The Data: Two-thirds of the centers reported social workers and about one-half reported social service aides available as staff on a regular basis. Centers also reported that social workers and social service aides were active in making home visits to the Head Start families.

Close to one-half of the centers in full year and one-fourth to one-half of those in summer reported that family counseling agencies, family planning services, and other family and child services (public and pri-

vate) were available in the community and utilized. Center staff and parent organizations also held lectures, demonstrations and/or workshops for parents on such topics as family life and planning, and use of community resources. Center staff provided family and individual counseling and/or referrals with 27 percent - 32 percent of the centers averaging one or more such contacts per month. At the time of the surveys, this had involved about 17 percent of all the parents in the full year program and 12 percent of those in the summer program. Staff also provided social service counseling and/or referrals with over a third of the centers averaging one or more such contacts per month. About 16 percent - 18 percent of all the parents had been involved.

Daily Activities

The Program: According to the Guidelines, every Head Start center must have a daily program designed to meet the needs of the children enrolled in that center. While all components of Head Start are concerned with the total development of the child, the daily program is at the core of this effort. There is no prescribed curriculum for Head Start classrooms; however, the program should be well-planned, geared to the individual needs of children, appropriate to the specific age group being served, and relevant to the local community and cultural background of the children. It should include activities which foster cognitive, social, emotional and physical growth, as well as those which develop language skills and a positive self image. Program content should be

varied with ample opportunity provided for child initiated activities, problem-solving, and encouragement of the child's natural curiosity. There should be a balance of active and sedentary experiences for individual and small groups of children. Outdoor activities and well-planned field trips should be an integral part of the program. To reach these objectives, a broad range of both indoor and outdoor equipment suitable for pre-school children should be made available at the center. Technical assistance in curriculum content and materials and classroom management is available through Regional Training Officers and consultants. The National Office is presently studying the effects of a variety of pre-school curricular approaches in 38 Head Start programs.

The Data: About 71 percent - 84 percent of the centers reported administrators, and almost all centers had teachers and teacher aides available as staff on a regular basis. While center directors were often involved in teacher selection (40 percent - 44 percent), Parent Policy Advisory Committees also participated in teacher selection in about one-third of the centers.

Over 50 percent of the centers reported one teacher to 15 - 18 children in the classroom(s) with median ratio of about one teacher to 15.8 children. According to the Guidelines, the minimum ratio for children 4 years and over is 1:20. When teacher aides were included, 46 percent reported one teacher to every 5 - 8 children in the classroom(s). In addition to classroom activities, centers frequently reported teachers

were involved in the recruitment of the children (82 percent) and in making home visits to the Head Start families during the program (89 percent - 93 percent).

About 9 percent reported Montessori class(es) at their centers. About 10 percent - 16 percent reported that Group Care was an applicable label for one or more classes in their center. The most popular label selected by centers as being applicable to one or more of their classes was that of "Environmental Enrichment." In terms of curriculum emphases, over 73 percent checked the following labels as applicable to one or more classes in their centers: sensory motor development; language development; group and social development; concept development; self-esteem development; and motivational development.

Almost all centers reported the use of classrooms and outdoor play areas; about one-fourth in full year and one-half in summer also reported the use of gymnasiums. However, while over one-half the centers reported 35 square feet or more of indoor space and 75 square feet or more of outdoor space available for each child about 38 percent had less than 35 square feet of indoor space. One-third of the centers in full year and one-fifth in summer programs had less than the 75 square feet recommended for outdoor space, suggesting some centers had difficulty in this area. Outdoor play areas were described most often as being adjacent to the classroom at ground level and as having sun and shade areas. About 60 percent reported dirt as the principal surface of the outdoor play area, and close to one-half reported the areas were enclosed by a fence or wall.

Almost all centers reported books available for children in each classroom; one half also reported books available through nearby public libraries. About one-fourth to one-third also had books and/or other materials such as records and toys available for children to take home. Almost all centers reported a large variety of equipment and materials available for children in the center. For the most part, these were available in each classroom. Some centers appeared to have difficulty in having the following types of equipment available: heavier outdoor equipment; and indoor items such as puppets, aquariums, waterplay equipment and audio-visual aids.

Field trips or special events were provided for the children and several types were popular in nearly all the centers. The median number of different types was about 7.8 in full year and 6.6 in summer. Over 81 percent of the centers provided trips to parks and woodlands, and visits to the post office, fire station, and police department. Over one-half the centers also took children on field trips to farms, the zoo, and libraries.

Parent Participation

The Program: According to the Guidelines, every Head Start program must have effective parent participation. Provision must be made for parental involvement in the process of making decisions about the nature and operation of the program through participation in formal policy making groups and delegate agency committees, for participation in the classroom

as paid staff, volunteers or observers; for frequent interaction between parents and staff members through a home visiting program; and the development of a plan for parent education programs responsive to the needs expressed by parents. Each program should have a staff member responsible for coordination of parent activities. Since 1965, a national body of consultants has been available upon request to local communities to aid in the development of this component (parents are included in this body). In 1968, a pilot program for training parent coordinators was established in two Regions.

The Data: About 86 percent of the centers reported either a Policy Advisory Committee (P.A.C.) or parent representation on one at a higher administrative level. About two-thirds of the centers in full year and one half in summer programs reported that parents were elected rather than appointed to the P.A.C. This represented an increase over those electing rather than appointing members when compared to the 1967 programs, indicating progress toward meeting the Guidelines. (See Table 3). Most frequently, one to four parents were represented on a P.A.C.; 13 percent of all Head Start parents in full year and 9 percent of those in summer were so involved. Over 60 percent of the P.A.C.s averaged one or more meetings per month. P.A.C.s were more frequently involved in some form of Head Start program planning (over 83 percent) compared to aid in selection of personnel (64 percent - 75 percent) or project administration (56 percent - 64 percent). These data suggest that while many P.A.C.s were involved in some meaningful management functions, they

were not all reported as being as actively involved in all the levels as recommended in the Guidelines.

TABLE 3. ELECTION OR APPOINTMENT OF MEMBERS TO POLICY ADVISORY COMMITTEES

	Full Year 1967	Full Year 1968	Summer 1967	Summer 1968
Centers Reporting Members Were:				
Elected	55.5 %	67.0 %	41.8 %	47.4 %
Appointed	25.2 %	14.7 %	42.9 %	33.4 %
No P.A.C. or Not Reported	19.3 %	18.3 %	15.3 %	19.2 %

About 73 percent of the centers in full year and 54 percent of those in summer reported having Center-wide Parent Group Committees, 20 percent of all Head Start parents in full year and 12 percent in summer were reported as regularly and actively involved in meetings held by these committees. About 42 percent of the centers in full year and 29 percent of those in summer also reported parent group committees active at the class level.

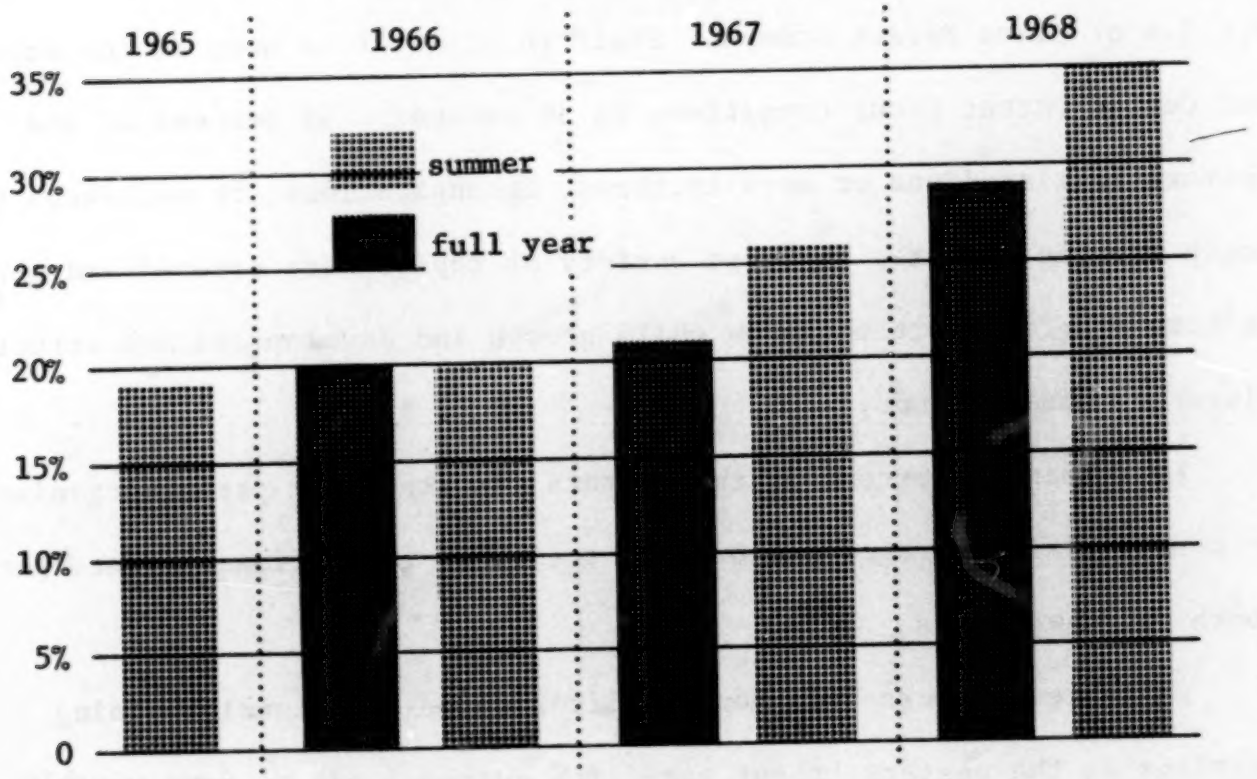
Over 91 percent of the Head Start centers reported having one or a combination of the parent organizations listed, suggesting Head Start

center personnel were providing a great deal of opportunity for parent participation and organization of activities in the centers. About 32 percent - 38 percent of the centers in both programs had a P.A.C. (or representation one one) and a Center-Wide Parent Group Committee; 19 percent - 28 percent reported having all three parent committees active in their centers. However, only 33 percent of the centers in full year and 49 percent in summer reported space set aside and utilized for a parents' room.

Over 83 percent of the centers in both programs reported utilization of parents as staff members, representing an increase when compared to centers so reporting in the 1967 programs (68 percent - 70 percent). The proportion of all Head Start parents employed in the 1968 programs on a paid and volunteer basis also increased over previous years (21 percent - 24 percent compared to 15 percent - 17 percent). The largest proportion were working as teacher aides or transportation and trip aides.

Although most parents participated as volunteers, the proportion of all parents who were paid staff had increased from about 1.9 percent in Summer 1965 to 4 percent in Summer 1968. These figures should be considered, however, in relation to the smaller number of paid positions available in the Head Start programs than parents in the Head Start programs. When proportion of the paid staff who were Head Start parents is considered (utilizing OEO figures), percentages have increased from 19 percent in Summer 1965 to 35 percent in Summer 1968 indicating a substantial increase in the utilization of parents in paid staff positions

Figure 2: PERCENT OF PAID STAFF WHO WERE HEAD START PARENTS



Center staff and Center-wide Parent Group Committees were more frequently active in sponsoring parent development activities than were P.A.C.s or Class Parent Groups. Staff in one-half or more of the centers and Center Parent Group Committees in 39 percent - 41 percent of the centers initiated one or more lectures, demonstrations, or workshops per month for the parents. A large variety of topics were covered and popular in both programs were those on child growth and development and structured classroom observations.

Less than 26 percent of the centers reported that parent organizations or center staff averaged one or more social or recreational events per month for the parents.

While few centers held monthly literacy or vocational training sessions in the centers, about one-fifth averaged one or more monthly contacts with parents for educational or vocational counseling. About 64 percent of the centers in full year and 31 percent in summer reported adult education programs were available in the community and utilized. About 41 percent - 52 percent also reported the availability and utilization of work experience and training programs: 32 percent - 49 percent of the full year centers and 19 percent - 29 percent of the summer centers reported that community work and training programs, job retraining programs, and employment agencies were available and utilized. However, about 9 percent - 21 percent in full year and 24 percent - 41 percent in summer reported at least one of these resources as <u>not</u> available.

There may be the need for some centers to take the responsibility for initiating or conducting literacy and training programs for those parents who are not employed in the center (particularly the fathers).

About 73 percent - 78 percent of the teachers reported parent-teacher consultations on individual children were held with families of the Head Start children. Close to three-fourths of the classes in both programs also reported informal group discussions on class activities were held between the teacher and parents. In terms of parent participation in class activities, parents in both programs frequently or occasionally brought their children to class, accompanied their children on medical or dental visits, or picked their children up after class. Mothers were more active participants than fathers in any of the activities listed. The activity in which mothers most frequently or occasionally participated was that of accompanying their child on medical or dental visits (44 percent of those in full year and 32 percent of those in summer).

When teachers were asked to indicate why some parents may not have participated in class activities, almost all teachers (in 91 percent of the classes) reported that some parents worked during class hours; the next most frequently reported reason (in 85 percent - 87 percent of the classes) was the lack of a babysitter for small children at home; and close to one-half indicated that transportation was a problem. Teachers tended to check more than one reason for lack of participation on the part of some parents in the program; any three or four reasons were checked by

teachers in over one-half the classes. While there may be a small core of parents who are extremely difficult to reach in terms of full participation under any circumstances these data suggest that some centers may need to make periodic arrangements for babysitters and provide some additional means of transportation for their parents (possibly through the use of volunteers).

Volunteers

The Program: Volunteers have served Head Start since 1965. They provide hours of invaluable direct support to the programs as professionals, technicians, and aides of all kinds. Of equal importance is the link the volunteer provides among Head Start, the family and the community - young and old, rich and poor. Volunteers have been recruited through public service radio and television announcements, presentations to local organizations, newspapers, and "word-of-mouth." It is estimated that over 100,000 volunteers serve in Head Start programs each year.

The Data: All Head Start centers reported the utilization of one or more volunteers from either the immediate neighborhood or outside community. Except for college students in both programs and adult professionals in full year (where numbers were about equal), centers more frequently reported volunteers from the immediate neighborhood compared to outside communities.

About 44 percent - 55 percent in both programs reported utilizing adults voluntarily unemployed from the immediate neighborhood; these most

likely included housewives and Head Start mothers. About one-fourth to 35 percent in both programs reported the use of individuals (not volunteering through any organized groups). Centers also reported the utilization of volunteers through youth organizations (19 percent - 22 percent), community organizations (28 percent - 38 percent), and professional organizations (17 percent - 19 percent).

About twice as many centers in the summer program reported utilizing volunteers of elementary school (42 percent), junior high and high school age from the immediate neighborhood (58 percent) than did those in full year. About twice as many centers in summer also reported utilization of older siblings of Head Start children (65 percent) as volunteers in the program. This difference is probably related to hours of center operation in the full year when these age groups and older siblings of Head Start children would be attending school, compared to summer when children and youth would be available to participate. This may be one of the benefits of a summer program.

Training

The Program: In recognition of the shortage of staff with special training in the field of early childhood and related areas, and in accordance with its community participation orientation, training has been an integral part of the Head Start program from the beginning. In providing pre-service and in-service training and technical assistance to staff in the local programs, Head Start has been able to achieve its

objective of creating opportunities for the development of adults as well as children. It has opened up new career opportunities and paid positions for neighborhood residents (including parents of Head Start children), and has trained related professional personnel to apply their skills specifically to the needs of Head Start children and their families. Summer Head Start personnel have attended five-day orientation sessions and full year program personnel have received in-service training. Attendance at eight week training sessions conducted by universities throughout the country has been provided to selected staff members of full year programs. All programs receive assistance from the Regional Training Offices in formulating and carrying out their training plans. In September 1967, the Head Start Guidelines called for all full year programs funded after January 1, 1969 to have career development plans for all of their staff. In this context, beginning in Full Year 1968, many centers participated in a Supplementary Training plan actively involving and affecting curricula of the participating universities and providing staff with academic credit for coursework in early childhood and related areas. In addition to training programs, the National Office has developed a series of training films and materials for use by center personnel.

The Data: Except for the university-sponsored five-day orientation sessions, a larger proportion of centers reported training was provided for staff during the Full Year 1968 program compared to the Summer 1968 Head Start program. These differences are probably related to the length

of program operation. A substantial number of centers in both programs reported training provided to staff in the form of in-service training by a supervisor (70 percent - 85 percent), in-service training by a consultant (68 percent - 79 percent), discussion groups (76 percent - 79 percent) and lectures by specialists (65 percent - 76 percent). About 43 percent of the centers in full year and 17 percent of those in summer also reported training provided through after hour classes at a school or college reflecting the emphasis placed on career development and supplementary training in full year programs. About 44 percent of the full year centers reported some staff participation in eight-week university sponsored training programs, and about 59 percent in summer participated in five-day university-sponsored orientation sessions. (Originally these were the types of training available respectively to full year and summer programs). That 42 percent of the full year centers also reported some staff participation in the five day sessions may reflect supplementary training sponsored by a university as part of a career development plan for full year Head Start staff.

While training in any of these categories was most frequently reported as being provided for teachers and aides, many centers also provided training for parents and volunteers. Most frequently training for parents was in the form of discussion groups (43 percent - 51 percent) or lectures by specialists (28 percent - 38 percent); training for volunteers was most frequently in the form of discussion groups (38 percent -

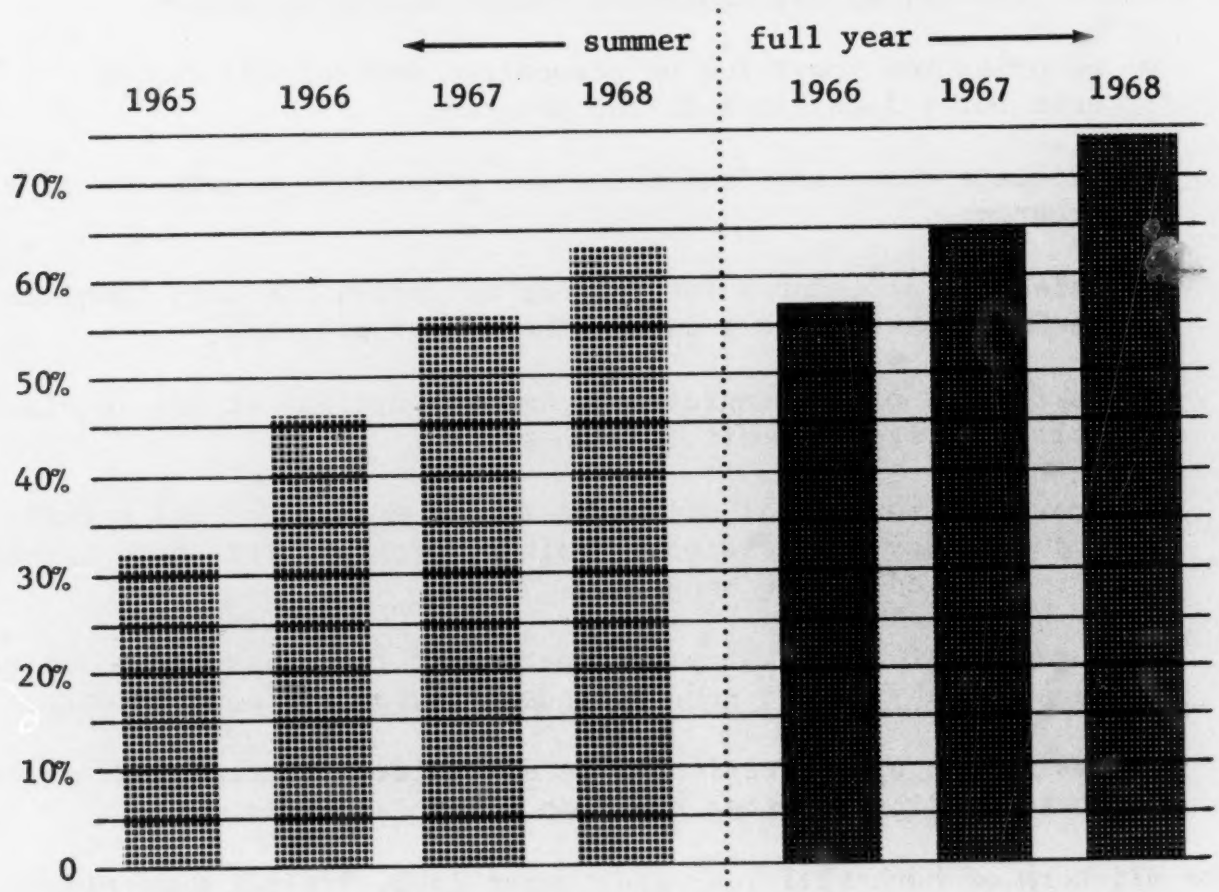
39 percent) or in-service training by the supervisor (35 percent - 36 percent).

According to individual staff member reports, while more paid staff received some form of training compared to volunteers, and a larger proportion of full year staff received in-service training or took adult education or extension courses for credit at a local college or university compared to those in summer, the proportion of all staff members receiving some form of training as a result of employment in Head Start has shown a progressive increase over time for both full year and summer programs. The proportion has increased from 57 percent in Full Year 1966 to 74 percent in Full Year 1968, and has increased from 32 percent in Summer 1965 to 63 percent in Summer 1968. (See Figure 3)

Community Support

Head Start centers appeared to be active in obtaining community support for the program in a variety of ways. Centers in the full year program most frequently reported active support received from community organizations (73 percent), public speeches by community leaders, and TV, radio, or press coverage (60 percent). Those in summer most frequently reported active support from TV, radio and press (71 percent), community organizations, and professional organizations (57 percent). For both programs, 37 percent - 44 percent reported active support from local business.

Figure 3: PERCENT OF ALL STAFF WHO RECEIVED SOME FORM OF TRAINING THROUGH EMPLOYMENT IN PROJECT HEAD START



In Summary, These Data Suggest That:

By the mid-term of both Full Year and Summer 1968 Head Start programs, some centers were having difficulities in the following areas:

- ensuring the provision of preventive medical and dental care for all children in the program;
- adequate space and facilities for conducting a comprehensive program;
- selection procedures for parents as Policy Advisory Committee members (particularly during the Summer program);
- assignment of meaningful management functions at all levels to Policy Advisory Committee members;
- provision for social and recreational events for all parents, and literacy or vocational training programs for those parents not employed in the program;
- obtaining full parent participation at the class level due to lack of babysitters and/or transportation for some parents;
- assignment of professionals in all related specialty areas to work with local center staff on a regular basis.

By the mid-term of both Full Year and Summer 1968, Project Head Start centers had been successful in the following areas:

- providing medical and dental exams and treatment for the children;
- serving meals to the children (full year centers were particularly active in getting the children involved as participants in the meal service process);
- establishing an adequate teacher-child ratio in the classroom;
- providing a variety of field trips and special events for the children;
- making books and equipment available for children in the centers;
- achieving a high rate of staff home visits;

- establishing the framework for formal parent organizations;
- increasing employment of parents as center staff;
- increasing degree of parent-teacher interaction;
- recruiting volunteers from a wide spectrum of the community, with respect to age and professional status;
- eliciting diverse and strong community support.

HEAD START STAFF MEMBERS

The Staff

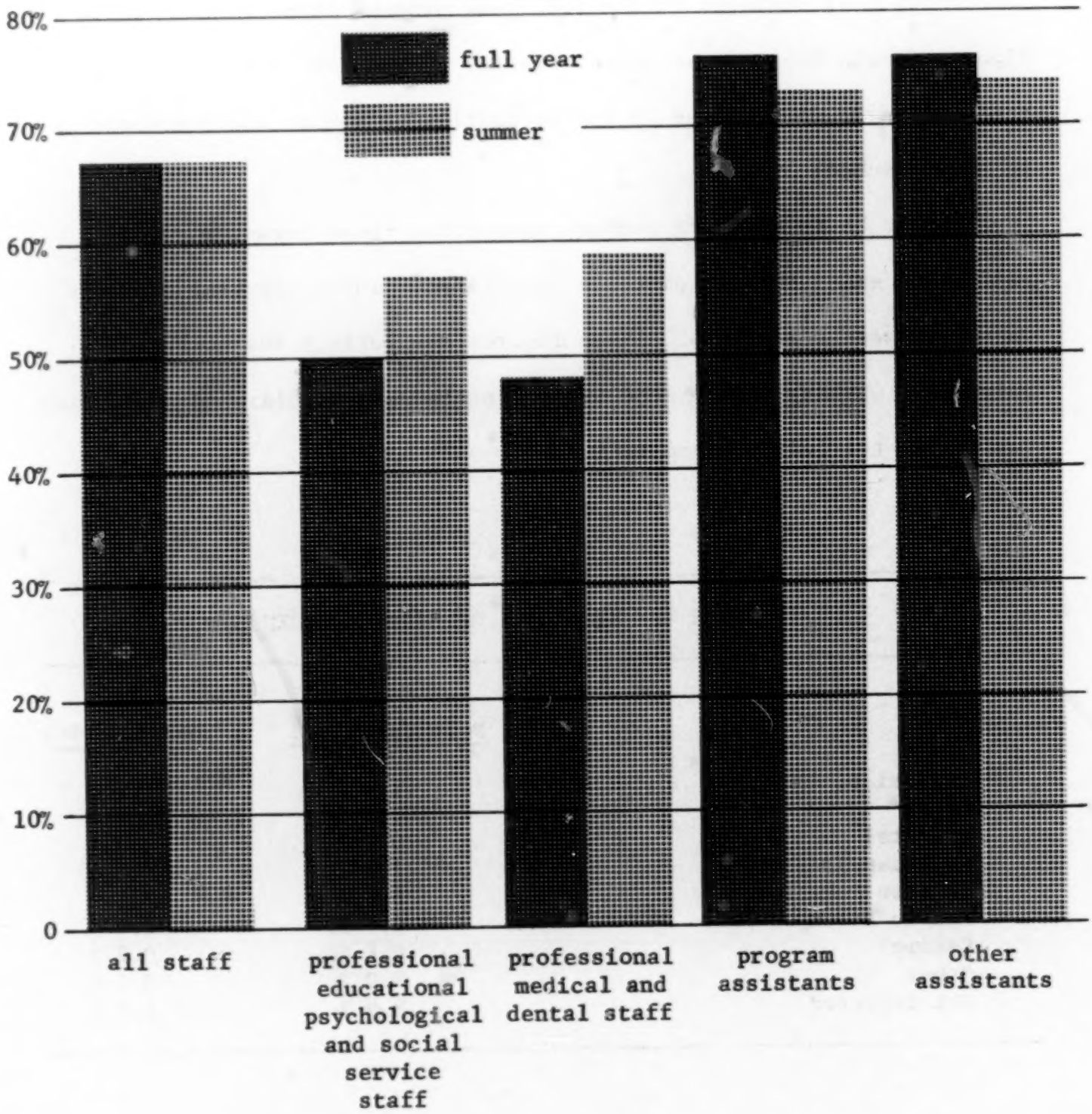
About two-thirds of the staff in both the Full Year and Summer 1968 Head Start programs were filling other than professional positions. Two-thirds of all staff members were neighborhood residents representing one-half of the professional groups (educational, psychological and social service; and medical/dental) and three-fourths of those filling program assistant and other assistant positions. (See Figure 4).

Teacher aides made up the largest (26 percent - 29 percent) and teachers the next largest proportion (23 percent - 24 percent) of all staff members participating in the programs at the center level.

Staff members tended to be fairly young with a median age of 36 years in full year and 31 years in summer. These differences probably reflected the larger number of teenagers and youths participating in the summer program. During the summer, 30 percent of the staff were under 22 years old compared to 9 percent of those in the full year program. Few (less than 6 percent) in either program were 58 years of age or older.

Although staff members from various ethnic/cultural backgrounds have always participated in Head Start, the two largest groups represented in the 1968 programs were Negro and Caucasian staff. Third largest were Puerto Rican staff in the full year program and Mexican American staff in the summer program. (See Table 4).

Figure 4: PERCENT OF STAFF BY POSITION WHO WERE NEIGHBORHOOD RESIDENTS - 1968



Staff members were predominantly female. As in previous programs, male staff made up a slightly larger proportion of those in the summer (14 percent) as compared to the full year program (9 percent). These figures remain the same as those reported in the 1967 programs; there appeared to be no increase in the recruiting of men as staff members in the preschool programs.

On the basis of staff members completing these forms, most were paid staff and 9 percent of those in full year and 13 percent of those in summer were volunteers. These figures may reflect the number of volunteers working in the Head Start centers on a regular and continuous basis over the full program term.

TABLE 4: ETHNICITY OF STAFF (PERCENTS)

	Full Year 1968	Summer 1968
Caucasian	31.6 %	49.0 %
Negro	42.2 %	29.7 %
Oriental	0.2 %	0.5 %
American Indian	2.3 %	0.8 %
Mexican American	5.3 %	7.6 %
Puerto Rican	6.7 %	0.4 %
Eskimo	0.6 %	0.2 %
Other	2.0 %	3.2 %
Not reported	8.9 %	8.5 %

Over 44 percent of those in full year had high school degrees only, as compared to 23 percent in summer. A larger proportion of those in summer had Bachelor's or Master's Degrees as compared to full year. Although for both programs, the largest proportion of professional educational, psychological, and social service and medical/dental staff had completed three or more years of college, some differences were reflected: 91 percent of the professional educational, psychological, and social service staff in summer had completed three or more years of college, as compared to 68 percent of this staff in full year. About 90 percent of this group in summer had taken education courses leading to a degree in education or home economics at a college or university as compared to about 73 percent in full year. However, comparable proportions (about one-fifth) of all the professional education, psychological, and social service staff in either program reported taking courses leading to a degree in early child development and about the same number reported three or more years of paid experience with preschool children prior to employment in Head Start. Close to one-fourth in full year and about 46 percent in summer reported three or more years of paid experience with groups of poverty children and/or experience with poverty individuals or families prior to Head Start. Over one-half this staff in summer reported an academic background with a major field in elementary education as compared to one-third in the full year program. Teachers from the public school system appear to be more readily available for working in

Head Start during the summer months.

For both the full year and summer program, training was an active component in Head Start and appeared to have been successful in responding to the need for more personnel specifically trained in early childhood education. Pre-service and in-service training for work with preschool children was provided the professional educational, psychological and social services staff in the summer program. Supplementary training in this area at a local college or univeristy as well as pre-service and in-service training was provided those in the full year program.

Annual family income tended to vary according to the group and program; over 61 percent of the professional medical/dental staff in both programs reported annual family income as $8000 and over. More of the professional educational, psychological, and social services staff in summer (53 percent) so reported as compared to this group in full year (43 percent). Program assistants and other assistants more frequently reported an annual family income of less than $5000, with fewer so reporting in summer (58 percent) as compared to full year (68 percent).

About 40 percent of the staff in full year reported having been employed in Head Start for more than one year (this is about 100 percent more than those so reporting in the Full Year 1967 program). About 18 percent in summer reported they had been employed in Head Start four to six months suggesting they may have worked in previous summer programs;

10 percent reported seven or more months of Head Start employment reflecting an increase over the 4 percent so reporting in the Summer 1967 program.

In Summary, These Data Suggest That:

Project Head Start had reached a large number of its recruitment and training objectives. The program has created opportunities for non-professionals and centers have employed them. Neighborhood residents were being recruited and trained for various positions in the center, both professional and non-professional. While staff members were predominantly young, all age groups were represented. Various ethnic groups were represented in the program with proportions in the direction of the ethnicity of the children and families participating. Volunteers were being recruited and utilized in the centers.

The recruitment of more men and persons specifically trained in the field of early childhood continued to be difficult for the Head Start Centers. Figures on the proportion of men in the program (9 percent - 14 percent) and of the professional educational, psychological and social service staff who had taken courses leading to a degree in early child development (about one-fifth) had remained the same as the 1967 programs. On the other hand, training was an active component and appeared to have responded to the need for more personnel specifically trained in early childhood education. That an increased number of full year staff had been employed in Head Start before suggests that such training had been a sound investment.

This report has described the Project Head Start children and their families, the Centers, and Program components, and staff in 1968 as fully as the data permit. Where possible those areas in which some centers experienced difficulties have been highlighted and the successes of the program documented as an aid to program planners. For the most part, while the data did suggest some centers were having problems in achieving all of the objectives of the components of the Project Head Start program, steady progress toward these objectives was reflected in 1968 compared to previous programs.